

SAINTS GLOBAL

LEADER GUIDE

SHARING THE GOSPEL

SPIRITUAL CORE

Version 2026.1





PURPOSE & IDENTITY

SKILL BADGE PURPOSE

This skill badge is designed to help saints develop essential skills in sharing the gospel. Through structured learning and hands-on activities, participants will gain practical experience and deepen their understanding of key concepts.

DEVELOPMENT CORE: SPIRITUAL

This badge develops spiritual attributes through focused activities and reflection. Saints will grow in this area while building practical skills.

CORE FOCUSES

- Understanding fundamental concepts and principles
- Developing practical application skills
- Building confidence through hands-on experience
- Connecting learning to daily life

TIME COMMITMENT

4-6 weeks (suggested)

RECOMMENDED AGE

12+ years



SAFETY CONSIDERATIONS

SUPERVISION

Ensure appropriate adult supervision for all activities following Saints Global guidelines. Never leave youth unsupervised during badge activities.

PRIVACY

Respect personal experiences and information shared during activities. Maintain confidentiality and help youth understand appropriate boundaries.

ENVIRONMENTAL SAFETY

Assess outdoor locations and weather conditions before activities. Ensure proper shelter, hydration, and protection from hazards appropriate to the environment.

FIRST AID

Maintain a first aid kit and ensure at least one leader is trained in basic first aid. Know the location of the nearest medical facility and have emergency contact information readily available.

EMERGENCY CONTACTS

Troopmaster: _____

Emergency: _____



THE DPAR METHOD

Saints Global uses the DPAR method for skill badge completion. As a leader, you should practice DPAR yourself when preparing to teach.

D

DISCOVER

Learn foundational knowledge and concepts. Research, study, and explore the topic.

YOUR ROLE AS LEADER:

- Immerse yourself in the material before teaching
- Study each requirement—understand what AND why
- Anticipate questions saints might ask

P

PLAN

Create a personal action plan with goals and timeline.

YOUR ROLE AS LEADER:

- Design your teaching approach for each requirement
- Gather materials and prepare discussion questions
- Consider how to adapt for different learning styles

A

ACT

Execute through hands-on practice with leader guidance.

YOUR ROLE AS LEADER:

- Shift from teacher to guide—step back
- Create safe space for practice and mistakes
- Model the skills yourself when helpful

R

REFLECT

Review what was learned and share experiences gained.

YOUR ROLE AS LEADER:

- Facilitate meaningful conversations
- Ask open-ended questions, listen more than speak
- Celebrate growth and help saints see their progress



STEP 1: DISCOVER

LEADER PREPARATION

- ☐ Review all DISCOVER requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 1: DISCOVER — TEACHING GUIDE

Requirement 1a: Study Matthew 28:19–20, Mosiah 18:8–10, Doctrine and Covenants 18:15–16, and Alma 29:9, then write a 1–2 page explanation of why sharing the gospel is a covenant responsibility, not merely a personal choice.

HOW TO TEACH

- Read each passage aloud and pause at 'go ye therefore' and 'mourn with those that mourn'
- Have the Saint analyze in his own words why sharing is a covenant duty
- Discuss the difference between covenant duty and personal preference
- Connect the analysis to specific commitments the Saint has made

Completion: Saint writes a 1–2 page explanation of why sharing the gospel is a covenant responsibility, not merely a personal choice.

Requirement 1b: Research and explain four distinct methods of sharing the gospel (example, service, testimony, teaching), including appropriate settings, risks, and spiritual preparation required for each.

HOW TO TEACH

- Walk the four methods (example, service, testimony, teaching) with one real example each
- Have the Saint identify which method fits which setting and audience
- Discuss risks specific to each method (over-presenting, withholding, error)
- Reinforce that method choice is a skill, not a default

Completion: Saint explains four distinct gospel-sharing methods with appropriate settings, risks, and spiritual preparation for each.

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STEP 1: DISCOVER — TEACHING GUIDE (CONTINUED)

Requirement 1c: Interview two different individuals (parent, leader, or mentor) about experiences sharing the gospel; compare what made one experience effective and another challenging.

HOW TO TEACH

- Help the Saint pick two adults with real gospel-sharing experience
- Have him ask about both an effective and a challenging experience
- Discuss what made the difference — preparation, audience, timing, posture
- Reinforce that listening to seasoned sharers shortens the learning curve

Completion: Saint interviews two people about gospel-sharing experiences and compares what made one effective and another challenging.



STEP 2: PLAN

LEADER PREPARATION

- ☐ Review all PLAN requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 2: PLAN — TEACHING GUIDE

Requirement 2a: Write a structured personal testimony outline that includes:

HOW TO TEACH

- Walk the structured testimony outline (anchor scripture, personal experience, witness)
- Have the Saint write the outline in his own voice, not borrowed phrasing
- Discuss what makes a testimony land vs. close off the listener
- Reinforce that a written outline gives confidence when the moment comes

Completion: Saint produces a structured personal testimony outline covering the listed components.

Requirement 2b: Identify three real-life scenarios where gospel sharing may arise, and plan respectful, age-appropriate responses that preserve relationships while maintaining doctrinal honesty.

HOW TO TEACH

- Pick three real-life scenarios the Saint will likely face
- Have him plan age-appropriate responses that preserve relationships
- Discuss the line between doctrinal honesty and unnecessary friction
- Reinforce that respect and clarity are not opposites

Completion: Saint identifies three real-life gospel-sharing scenarios and plans respectful, age-appropriate responses.

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STEP 2: PLAN — TEACHING GUIDE (CONTINUED)

Requirement 2c: Prepare scripture-supported responses to four common gospel questions or objections, written in your own words and reviewed with a leader.

HOW TO TEACH

- Identify four common gospel questions or objections the Saint actually hears
- Have him write scripture-supported responses in his own words
- Review the responses with the leader before fieldwork
- Reinforce that prepared answers prevent panicked ones

Completion: Saint prepares scripture-supported responses to four common gospel questions or objections, reviewed by a leader.



STEP 3: ACT

LEADER PREPARATION

- ☐ Review all ACT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 3: ACT — TEACHING GUIDE

Requirement 3a: Share your testimony of Jesus Christ verbally with three different people on separate occasions, recording context, response, and personal reflection after each.

HOW TO TEACH

- Help the Saint pick three people for testimony sharing across separate occasions
- Walk preparation, sharing, and immediate reflection for each
- Discuss how to handle the moment of fear right before sharing
- Reinforce that sharing exposes what the Saint actually believes

Completion: Saint shares his testimony verbally with three different people on separate occasions and records context, response, and reflection.

Requirement 3b: Perform two intentional acts of service aimed at reflecting Christ's love, then explain to a leader how service functions as silent gospel witness.

HOW TO TEACH

- Plan two intentional service acts that reflect Christ's love without verbal preaching
- Have the Saint explain to the leader how service functions as silent witness
- Discuss what made the service Christlike vs. merely helpful
- Reinforce that the example precedes the word in most converting moments

Completion: Saint performs two intentional acts of service reflecting Christ's love and explains how service functions as silent witness.

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STEP 3: ACT — TEACHING GUIDE (CONTINUED)

Requirement 3c: Participate in two separate respectful gospel conversations where questions or differing beliefs are discussed without contention; document lessons learned from each.

HOW TO TEACH

- Walk two respectful gospel conversations the Saint will participate in
- Have him document lessons learned from each after the conversation
- Discuss how to disagree without contention
- Reinforce that respectful conversation builds bridges that argument burns

Completion: Saint participates in two respectful gospel conversations involving questions or differing beliefs and documents lessons learned.

Requirement 3d: Prepare and teach a 15-minute gospel lesson or devotional to a group (family, quorum, class, or battalion), including scripture use and testimony bearing.

HOW TO TEACH

- Help the Saint outline a 15-minute lesson with scripture use and testimony
- Have him deliver to one person first as a rehearsal
- Discuss managing questions and confusion during the real delivery
- Reinforce that teaching consolidates what the Saint has been studying

Completion: Saint prepares and teaches a 15-minute gospel lesson or devotional with scripture use and testimony.



STEP 4: REFLECT

LEADER PREPARATION

- ☐ Review all REFLECT requirements thoroughly
- ☐ Gather necessary resources and materials
- ☐ Prepare discussion questions and activities
- ☐ Identify potential challenges saints may face

STEP 4: REFLECT — TEACHING GUIDE

Requirement 4a: Write a multi-paragraph reflection describing how sharing the gospel required courage, humility, and reliance on the Spirit, noting specific moments of growth.

HOW TO TEACH

- Give the Saint a moment of silent reflection before drafting
- Ask for specific moments of courage, humility, and reliance on the Spirit
- Discuss the difference between feeling brave and being brave
- Sharpen wording only — do not rewrite the Saint's reflection

Completion: Saint writes a multi-paragraph reflection on how sharing required courage, humility, and reliance on the Spirit, naming specific growth.

Requirement 4b: Identify four Christlike attributes you must continue developing to represent the gospel faithfully; counsel with a leader or parent about a growth plan.

HOW TO TEACH

- Walk through four Christlike attributes the Saint identifies in himself as growing
- Have him counsel with a leader or parent about a real growth plan
- Discuss what 'continue developing' means in practical terms
- Reinforce that growth attributes are observable in conduct, not in self-rating

Completion: Saint identifies four Christlike attributes to continue developing and counsels with a leader about a growth plan.

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STEP 4: REFLECT — TEACHING GUIDE (CONTINUED)

Requirement 4c: Record a final written testimony explaining how sharing the gospel fulfills the Saint's Oath to serve God, family, and country through righteous influence.

HOW TO TEACH

- Begin with a brief personal example tying sharing to the Saint's Oath
- Ask him to record a final testimony in his own voice, not borrowed phrasing
- Discuss how righteous influence serves God, family, and country at once
- Keep the connection grounded in what the Saint actually did during the badge

Completion: Saint records a final written testimony of how sharing the gospel fulfills the Saint's Oath through righteous influence.



RESOURCES & CONTACT

RECOMMENDED RESOURCES

- Saints Global Resource Library — Online materials and guides
- DPAR Method Quick Reference — Printable guide for leaders
- Child and Youth Program Guidebook — LDS Church Official Documentation for Children and Youth
- For the Strength of Youth — A Guide for Making Choices

SAINTS GLOBAL CONTACT INFORMATION

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Thank you for leading Saints Global!

Your dedication makes a difference in the lives of our children and youth.